

1996-97 Louisiana Progress Profiles

District Composite Report

Iberia Parish

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Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1996-97, *Report Cards* were produced for **1,413 of 1,447** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of This Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part I therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part II focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports two commonly cited school-level outputs: student performance on 1) criterion-referenced tests (CRTs), which measure student performance on state-prescribed curricula, and 2) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The CRT results reported on the *Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance in grades 4, 6, and 8 on the California Achievement Test (CAT/5).
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

Each indicator presented in this report is introduced by a brief narrative, organized as follows:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- a description of how data appear in the *School Report Cards*;
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and

-
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district- and state-wide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1996-97 School Report Cards are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.
- *middle/junior high*—any school whose grade structure falls within the range 4-9, includes grades 7 or 8, and excludes grades PK-3 and 10-12.

- *high*—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the range PK-12 and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

-
- education attainment,
 - labor force breakdown,
 - household income distribution,
 - population by race,
 - single parent households,
 - all persons living below the poverty level, and
 - teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census and the Louisiana Department of Health and Hospitals.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years.) These longitudinal school-level data are presented in the *District Composite Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy

makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96 and 1996-97 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent year to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents "unavailable data."

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods and data sources or to revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96 and 1996-97 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96 and 1996-97 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96 and 1996-97 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past six years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview	1-1
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Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

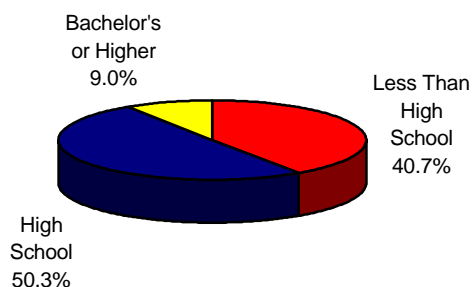
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.

Iberia Parish Socioeconomic and Demographic Overview

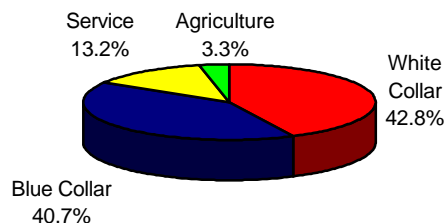
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district.

Education Attainment



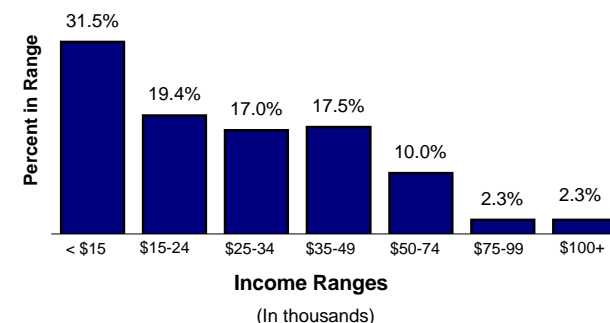
	Bachelor's or Higher	High School	Less Than High School
State	16.1%	52.2%	31.7%
Nation	20.3%	54.9%	24.8%

Labor Force



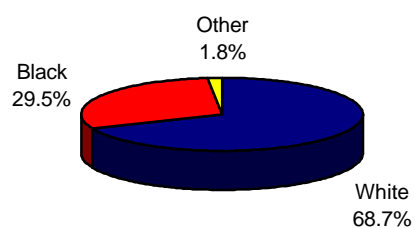
	White Collar	Blue Collar	Service	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Other Relevant Statistics

	Parish	State	Nation
Single Parent Households	19.2%	19.1%	14.8%
All Persons Living Below Poverty Level	25.8%	23.6%	13.5%
Teen Pregnancy Rate	15.8%	17.6%	12.8%

Source: US Bureau of Census, 1990
Vital Statistics, 1990-91 (Louisiana Department of Health & Hospitals)

District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. **Local**: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. **State**: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. **Federal**: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. **District revenues per pupil**: total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
- 1. **Instructional Expenditures**: monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures**: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services**: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil**: total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1997, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

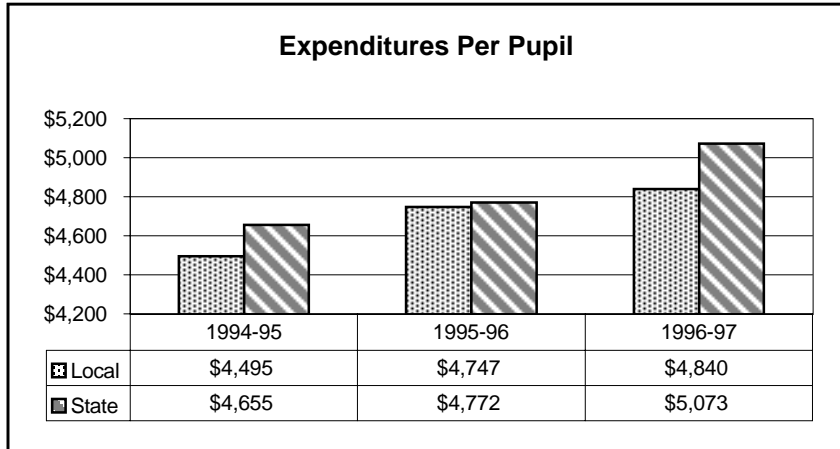
Iberia Parish Financial Profile

District Revenue by Source									
Revenue Source	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$23,386,553	31.0%	35.2%	\$24,239,644	31.3%	36.8%	\$26,363,785	32.3%	37.4%
State	\$42,573,302	56.4%	52.8%	\$42,411,192	54.7%	50.9%	\$46,574,033	57.0%	50.8%
Federal	\$9,585,398	12.7%	12.1%	\$10,859,819	14.0%	12.3%	\$8,717,570	10.7%	11.8%
Total	\$75,545,253	100.0%	100.0%	\$77,510,655	100.0%	100.0%	\$81,655,388	100.0%	100.0%

Adjusted October 1 Student Membership		
1994-95	1995-96	1996-97
15,683	15,537	15,329

Revenues Per Pupil			
	1994-95	1995-96	1996-97
Local	\$4,817	\$4,989	\$5,327
State Average	\$4,848	\$4,981	\$5,296

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1994-95	\$19,008	\$23,908	\$26,566
1995-96	\$19,902	\$23,853	\$26,800
1996-97	\$21,902	\$27,484	\$29,025



District Expenditures by Category									
Expenditure Category	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$45,335,807	66.6%	68.1%	\$46,039,645	63.8%	68.0%	\$48,750,099	66.7%	68.2%
Non-Instructional Expenditures	\$22,706,863	33.4%	31.9%	\$26,162,316	36.2%	32.0%	\$24,377,684	33.3%	31.8%
Subtotal	\$68,042,670	100.0%	100.0%	\$72,201,961	100.0%	100.0%	\$73,127,783	100.0%	100.0%
Facility Acquisition & Construction Services	\$2,452,724			\$1,546,280			\$1,065,637		
Total Expenditures (excluding debt services)	\$70,495,394			\$73,748,241			\$74,193,420		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

Schools in Iberia Parish

		Schools in Iberia Parish					
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Iberia Parish							
October 1 Membership		15,537	15,632	15,536	15,380	15,382	15,186
Number of Faculty		963	995	1,027	1,054	1,095	1,083

Faculty with a Master's Degree or Higher

Faculty with a Master's Degree or Higher											
1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
32.92	317	32.16	320	31.94	328	31.40	331	31.45	339	30.77	328

Class Size Characteristics for Grades K-12

Elementary Schools

Characteristics for Grades K-12	Class Size Characteristics for Grades K-12											
	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<i>Primary Schools</i>												
Class Size Range 1 - 20	~	~	~	~	23.92	161	21.91	133	23.02	134	21.60	119
Class Size Range 21 - 26	~	~	~	~	55.42	373	61.12	371	58.25	339	60.98	336
Class Size Range 27 or more	~	~	~	~	20.65	139	16.97	103	18.73	109	17.42	96
<i>Intermediate High Schools</i>												
Class Size Range 1 - 20	~	~	~	~	18.71	90	28.52	152	34.22	180	39.58	209
Class Size Range 21 - 26	~	~	~	~	37.42	180	43.90	234	46.20	243	43.75	231
Class Size Range 27 or more	~	~	~	~	43.87	211	27.58	147	19.58	103	16.67	88
<i>Senior High Schools</i>												
Class Size Range 1 - 20	~	~	~	~	25.35	219	28.82	247	36.44	379	41.71	435
Class Size Range 21 - 26	~	~	~	~	39.47	341	39.09	335	31.73	330	27.52	287
Class Size Range 27 or more	~	~	~	~	35.19	304	32.09	275	31.83	331	30.78	321
<i>All Schools</i>												
Class Size Range 1 - 20	23.02	451	22.62	438	23.29	470	26.64	532	32.26	693	35.96	763
Class Size Range 21 - 26	44.00	862	42.46	822	44.30	894	47.07	940	42.46	912	40.25	854
Class Size Range 27 or more	32.98	646	34.92	676	32.41	654	26.29	525	25.28	543	23.80	505

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Student Attendance						
	1991-92	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97
Percent of Student Attendance						
<i>Elementary Schools</i>	~	~	95.76	99.09	95.09	95.07
<i>Middle/Jr. High Schools</i>	~	~	94.64	97.68	91.25	91.64
<i>High Schools</i>	~	~	93.51	96.28	90.41	91.31
<i>All Schools</i>	95.06	95.27	95.02	98.13	93.17	93.48

Student Dropouts											
1991-92		1992-93 ³		1993-94		1994-95		1995-96		1996-97	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
2.71	39	0.88	13	0.59	9	0.77	11	3.70	54	1.86	25
3.07	35	1.05	13	2.00	24	0.42	6	3.86	50	4.44	53
1.89	20	3.14	31	4.86	61	2.21	28	10.02	151	11.66	180
6.89	72	4.99	54	5.20	53	3.40	44	9.73	115	8.92	102
2.85	21	3.23	24	3.49	26	1.84	15	6.99	64	5.74	49
0.77	5	2.23	14	1.88	12	0.99	7	15.33	117	6.97	49

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

		Students Suspended and Expelled											
		1991-92		1992-93		1993-94		1994-95		1995-96 ¹		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Students Suspended and Expelled													
<i>Elementary Schools</i>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.51	140
	Suspended (Out of School)	~	~	~	~	3.83	350	3.09	283	3.35	323	3.94	366
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.10	9	0.07	6	0.06	6	0.04	4
<i>Middle/Jr. High Schools</i>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	23.76	592
	Suspended (Out of School)	~	~	~	~	18.24	433	16.50	408	13.91	351	17.86	445
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	1.56	37	0.93	23	1.19	30	1.04	26
<i>High Schools</i>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.26	636
	Suspended (Out of School)	~	~	~	~	10.72	445	8.40	381	12.45	633	12.06	681
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.70	29	0.57	26	0.67	34	0.74	42
<i>All Schools</i>													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.03	1,367
	Suspended (Out of School)	6.79	1,076	6.73	1,063	7.84	1,228	6.63	1,072	7.67	1,304	8.71	1,482
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.37	59	0.28	44	0.48	75	0.34	55	0.41	70	0.42	72

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

		Percent of Students Passing CRT and Number of Students Tested											
		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Criterion-referenced Test (CRT) Results - Grade 03													
	Language Arts	93	1,123	93	1,091	94	1,108	94	1,110	91	1,212	93	1,122
	Mathematics	93	1,119	94	1,086	96	1,100	96	1,106	92	1,211	94	1,113
Criterion-referenced Test (CRT) Results - Grade 05													
	Language Arts	95	1,162	94	1,143	93	1,018	93	999	91	1,214	91	1,241
	Mathematics	91	1,158	92	1,142	94	1,015	94	1,000	91	1,211	93	1,239
Criterion-referenced Test (CRT) Results - Grade 07													
	Language Arts	91	1,148	91	1,142	91	1,172	93	1,105	88	1,195	87	1,170
	Mathematics	85	1,147	83	1,145	83	1,168	82	1,104	78	1,184	77	1,168
Graduation Exit Exam (GEE) Results													
	Language Arts	89	753	92	719	91	739	91	798	88	812	82	814
	Mathematics	81	752	82	713	79	743	81	800	76	809	74	816
	Written Composition	80	724	87	718	85	737	96	793	91	799	91	808
	Science	90	608	90	622	92	630	87	659	85	728	82	708
	Social Studies	91	620	91	627	90	625	92	654	92	726	87	710

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quarters and Median Percentile Rank California Achievement Test (CAT/5)					
		1991-92	1992-93 ²	1993-94	1994-95	1995-96 ¹	1996-97
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quarter	~	24.9	24.0	22.6	22.4	19.8
	Third Quarter	~	27.6	27.6	28.9	27.1	24.4
	Second Quarter	~	29.2	28.8	29.8	31.8	28.2
	First Quarter	~	18.3	19.7	18.7	18.7	27.6
	Median Percentile Rank	~	52.4	51.5	51.9	49.9	45.3
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quarter	~	15.4	15.9	18.9	17.3	17.1
	Third Quarter	~	27.6	26.0	28.4	27.0	28.7
	Second Quarter	~	37.0	37.4	33.6	35.7	33.5
	First Quarter	~	19.9	20.7	19.2	20.0	20.7
	Median Percentile Rank	~	46.3	45.8	48.1	46.5	47.0
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quarter	~	~	~	~	~	19.6
	Third Quarter	~	~	~	~	~	28.8
	Second Quarter	~	~	~	~	~	35.8
	First Quarter	~	~	~	~	~	15.9
	Median Percentile Rank	~	~	~	~	~	49.4

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

² In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

College Readiness

American College Test (ACT) Results					
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
19.5	19.1	19.0	19.2	18.7	19.1

First-time College Freshmen Performance											
1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	~		614		623		599		613		668
~	~	37.46	230	40.93	255	39.73	238	44.54	273	33.83	226
~	~	41.30	95	51.76	132	31.51	75	45.79	125	48.67	110

¹ Represents graduates from the previous school year.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-7
Class Size Characteristics	2-9

Table 1
Schools in Iberia Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
023001	Anderson Middle School						
	Grade Structure	7-8,S	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG
	October 1 Membership	735	810	815	526	578	594
	Number of Faculty	59	61	64	54	53	51
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
023002	Avery Island Elementary School						
	Grade Structure	K-6	K-6	K-6	K-6	K-6	K-6
	October 1 Membership	168	161	147	146	149	148
	Number of Faculty	16	16	13	13	13	13
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023003	Bank Avenue Elementary School						
	Grade Structure	5-6,S	5-6,S	5-6,S	5-6	5-6,NG	5-6,NG
	October 1 Membership	353	405	320	306	326	310
	Number of Faculty	28	28	25	25	24	25
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023004	Canal Street Elementary School						
	Grade Structure	P,K-1,2,S	P,K-2,S	P,K-2,S	P,K-2	K-2,NG	K-2,NG
	October 1 Membership	294	309	296	280	218	226
	Number of Faculty	25	25	26	23	20	23
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023005	Center Street Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG
	October 1 Membership	482	476	494	507	516	506
	Number of Faculty	29	29	33	33	30	30
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023006	Coteau Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6,S	K-6	K-6	K-6
	October 1 Membership	547	552	584	581	573	563
	Number of Faculty	32	33	40	37	38	38
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023007	Delcambre High School						
	Grade Structure	6-12,S	6-12,S	6-12,S	6-12	6-12,NG	6-12,NG
	October 1 Membership	481	484	524	506	519	496
	Number of Faculty	38	40	41	40	40	43
	Category	~	~	High	High	High	High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Iberia Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
023008	Dodson Street Elementary School						
	Grade Structure	K-6	K-6	K-6	K-6	K-6	K-6,NG
	October 1 Membership	413	431	396	401	414	407
	Number of Faculty	25	32	29	26	27	25
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023009	Grand Marais Elementary School						
	Grade Structure	K-1,2	K-2	P,K-2	P,K-2	K-2	K-2
	October 1 Membership	259	232	233	241	217	222
	Number of Faculty	15	16	18	17	17	16
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023010	Hopkins Street Elementary School						
	Grade Structure	P,K-3,NG,S	P,K-3,NG,S	P,K-3,NG,S	K-3	K-3,NG	K-3,NG
	October 1 Membership	534	543	470	425	372	352
	Number of Faculty	34	33	30	31	32	31
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023012	Jeanerette Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG
	October 1 Membership	649	642	599	577	537	504
	Number of Faculty	40	42	41	40	38	34
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023013	Jeanerette Middle School						
	Grade Structure	7-8,S	7-8,S	7-8,S	7-8	7-8	7-8,NG
	October 1 Membership	342	313	357	349	322	306
	Number of Faculty	26	31	31	33	32	33
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
023015	Jeanerette Senior High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	473	499	516	492	555	532
	Number of Faculty	37	44	44	45	49	45
	Category	~	~	High	High	High	High
023016	Johnston Street Elementary School						
	Grade Structure	P,K-4,S	P,K-4,S	P,K-4,S	K-4	K-4,NG	K-4,NG
	October 1 Membership	319	318	315	263	246	265
	Number of Faculty	26	26	28	22	22	24
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Iberia Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
023017	Lee Street Elementary School						
	Grade Structure	3-4,S	3-4	3-4,S	3-4	3-4,NG	3-4,NG
	October 1 Membership	206	167	176	157	151	167
	Number of Faculty	20	17	17	18	21	23
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023019	Loreauville Elementary School						
	Grade Structure	K-6,S	P,K-6,S	P,K-6,NG,S	P,K-6	K-6	K-6
	October 1 Membership	543	495	525	489	461	463
	Number of Faculty	36	33	35	34	34	33
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023020	Loreauville High School						
	Grade Structure	7-12,S	7-12,S	7-12,S	7-12	7-12,NG	7-12,NG
	October 1 Membership	400	396	390	406	437	423
	Number of Faculty	35	36	37	37	37	38
	Category	~	~	High	High	High	High
023021	Magnolia Elementary School						
	Grade Structure	K-1,2,S	K-2,S	K-2,S	K-2	K-2,NG	K-2,NG
	October 1 Membership	316	296	298	299	293	271
	Number of Faculty	24	23	23	21	21	24
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023022	New Iberia Freshman High School						
	Grade Structure	9,S	9,S	9,S	9	9,NG	9,NG
	October 1 Membership	772	780	923	837	987	975
	Number of Faculty	52	59	71	67	69	69
	Category	~	~	High	High	High	High
023024	New Iberia Senior High School						
	Grade Structure	10-12,NG	10-12,NG	10-12,NG	10-12	10-12,NG	10-12,NG
	October 1 Membership	1,670	1,645	1,676	1,737	1,914	1,988
	Number of Faculty	112	114	114	122	126	128
	Category	~	~	High	High	High	High
023025	North Lewis Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG
	October 1 Membership	677	667	647	610	601	603
	Number of Faculty	40	43	41	43	39	41
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Iberia Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
023026	North Street Elementary						
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG
	October 1 Membership	506	521	495	713	438	419
	Number of Faculty	34	35	37	55	53	35
023027	Park Elementary School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	4-6,S	4-6,S	4-6,S	4-6	4-6,NG	4-6,NG
	October 1 Membership	414	386	386	359	355	363
	Number of Faculty	31	30	33	30	37	36
023028	Peebles Elementary School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	3-6	3-6,S	3-6,S	3-6	3-6,NG	3-6,NG
	October 1 Membership	328	347	354	346	355	327
	Number of Faculty	21	25	25	24	24	24
023029	Pesson Addition Elementary School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	P,K-4,S	P,K-4,S	P,K-4,S	K-4	K-4,NG	K-4,NG
	October 1 Membership	487	505	466	469	466	446
	Number of Faculty	32	34	35	34	35	40
023030	Delcambre Elementary School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	K-5,S	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	499	506	520	553	500	514
	Number of Faculty	32	31	35	35	34	33
023033	St. Charles Street Elementary School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	3-6,S	3-6,S	3-6,S	3-6	3-6,NG	3-6,NG
	October 1 Membership	361	372	316	318	304	301
	Number of Faculty	27	28	28	29	25	25
023034	Daspit Road Elementary School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	K-6,S	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG
	October 1 Membership	596	637	625	606	564	593
	Number of Faculty	34	37	39	43	41	40
		~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Iberia Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
023035	Sugarland Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG
	October 1 Membership	617	666	580	562	534	513
	Number of Faculty	39	41	39	37	36	37
	Category	~	~	Elementary	Elementary	Elementary	Elementary
023036	Belle Place Middle School						
	Grade Structure	7-8,S	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG
	October 1 Membership	1,096	1,071	1,093	598	571	564
	Number of Faculty	72	69	73	47	50	51
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
023037	Iberia Parish Career Center						
	Grade Structure	~	~	~	~	9,NG	9,NG
	October 1 Membership	~	~	~	~	159	134
	Number of Faculty	~	~	~	~	42	43
	Category	~	~	~	~	High	High
023038	Iberia Middle School						
	Grade Structure	~	~	~	7-8	7-8,NG	7-8,NG
	October 1 Membership	~	~	~	721	750	691
	Number of Faculty	~	~	~	60	62	60
	Category	~	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
District							
	October 1 Membership	15,537	15,632	15,536	15,380	15,382	15,186
	Number of Faculty	963	995	1,027	1,054	1,095	1,083

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the district that receive a *Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel—district-reported data from the *Annual School Report*.

Faculty degree status—district-reported data from the *Annual School Report*; LDE Teacher Certification Database.

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\begin{array}{l} \text{Percent of Faculty} \\ \text{with a Master's Degree} \\ \text{or Higher} \end{array} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023001	Anderson Middle School	32.20	19	32.79	20	32.81	21	31.48	17	33.96	18	37.25	19
023002	Avery Island Elementary School	25.00	4	25.00	4	23.08	3	23.08	3	23.08	3	30.77	4
023003	Bank Avenue Elementary School	28.57	8	28.57	8	16.00	4	20.00	5	25.00	6	36.00	9
023004	Canal Street Elementary School	24.00	6	28.00	7	26.92	7	26.09	6	27.78	5	23.81	5
023005	Center Street Elementary School	13.79	4	17.24	5	18.18	6	21.21	7	20.00	6	16.67	5
023006	Coteau Elementary School	12.50	4	12.12	4	20.51	8	16.22	6	15.79	6	18.42	7
023007	Delcambre High School	34.21	13	32.50	13	31.71	13	35.00	14	37.50	15	39.53	17
023008	Dodson Street Elementary School	44.00	11	31.25	10	37.93	11	38.46	10	33.33	9	32.00	8
023009	Grand Marais Elementary School	33.33	5	37.50	6	27.78	5	41.18	7	37.50	6	46.67	7
023010	Hopkins Street Elementary School	35.29	12	30.30	10	43.33	13	35.48	11	31.25	10	25.81	8
023012	Jeanerette Elementary School	37.50	15	38.10	16	31.71	13	27.50	11	21.05	8	29.41	10
023013	Jeanerette Middle School	19.23	5	22.58	7	22.58	7	18.18	6	25.00	8	24.24	8
023015	Jeanerette Senior High School	43.24	16	40.91	18	36.36	16	37.78	17	30.61	15	24.44	11
023016	Johnston Street Elementary School	23.08	6	23.08	6	21.43	6	36.36	8	27.27	6	25.00	6
023017	Lee Street Elementary School	40.00	8	29.41	5	23.53	4	27.78	5	19.05	4	21.74	5
023019	Loreauville Elementary School	19.44	7	21.21	7	20.59	7	17.65	6	23.53	8	21.88	7
023020	Loreauville High School	25.71	9	27.78	10	24.32	9	27.03	10	24.32	9	21.05	8
023021	Magnolia Elementary School	33.33	8	17.39	4	13.04	3	14.29	3	19.05	4	16.67	4
023022	New Iberia Freshman High School	55.77	29	54.24	32	46.48	33	52.24	35	47.83	33	46.38	32
023024	New Iberia Senior High School	51.79	58	49.12	56	50.88	58	50.00	61	46.83	59	42.97	55
023025	North Lewis Elementary School	32.50	13	37.21	16	39.02	16	34.88	15	43.59	17	41.46	17
023026	North Street Elementary	32.35	11	28.57	10	32.43	12	30.91	17	28.85	15	40.00	14
023027	Park Elementary School	29.03	9	20.00	6	18.18	6	10.00	3	10.81	4	19.44	7
023028	Peebles Elementary School	42.86	9	40.00	10	32.00	8	20.83	5	25.00	6	33.33	8
023029	Pesson Addition Elementary School	12.50	4	17.65	6	20.00	7	17.65	6	28.57	10	22.50	9
023030	Delcambre Elementary School	18.75	6	19.35	6	20.00	7	22.86	8	24.24	8	21.88	7
023033	St. Charles Street Elementary School	29.63	8	32.14	9	21.43	6	27.59	8	20.00	5	32.00	8
023034	Daspit Road Elementary School	29.41	10	29.73	11	28.21	11	30.23	13	34.15	14	32.50	13
023035	Sugarland Elementary School	25.64	10	24.39	10	30.77	12	27.03	10	25.00	9	21.62	8
023036	Belle Place Middle School	34.72	25	39.13	27	42.47	31	48.94	23	44.00	22	35.29	18
023037	Iberia Parish Career Center	~	~	~	~	~	~	~	~	43.33	13	45.16	14
023038	Iberia Middle School	~	~	~	~	~	~	26.67	16	22.58	14	21.67	13
District		32.92	317	32.16	320	31.94	328	31.40	331	31.45	339	30.77	328
State		44.12	21,824	43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while that in grades 4-12 is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* provides 1996-97 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023002	Avery Island Elementary School												
	Class Size Range 1 - 20	50.00	6	63.64	7	60.00	6	50.00	5	60.00	6	80.00	8
	Class Size Range 21 - 26	50.00	6	27.27	3	40.00	4	40.00	4	30.00	3	10.00	1
	Class Size Range 27 or more	0.00	0	9.09	1	0.00	0	10.00	1	10.00	1	10.00	1
023003	Bank Avenue Elementary School												
	Class Size Range 1 - 20	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	14.29	5
	Class Size Range 21 - 26	38.46	25	0.00	0	30.23	13	86.11	31	77.78	28	80.00	28
	Class Size Range 27 or more	61.54	40	100.00	42	69.77	30	13.89	5	22.22	8	5.71	2
023004	Canal Street Elementary School												
	Class Size Range 1 - 20	84.62	11	58.33	7	100.00	14	41.67	5	60.00	6	40.00	4
	Class Size Range 21 - 26	15.38	2	41.67	5	0.00	0	58.33	7	40.00	4	60.00	6
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023005	Center Street Elementary School												
	Class Size Range 1 - 20	17.39	4	19.51	8	11.11	3	21.43	6	0.00	0	11.11	3
	Class Size Range 21 - 26	60.87	14	26.83	11	59.26	16	50.00	14	85.19	23	59.26	16
	Class Size Range 27 or more	21.74	5	53.66	22	29.63	8	28.57	8	14.81	4	29.63	8
023006	Coteau Elementary School												
	Class Size Range 1 - 20	16.00	4	23.33	7	40.63	13	12.12	4	6.06	2	30.30	10
	Class Size Range 21 - 26	84.00	21	66.67	20	46.88	15	54.55	18	60.61	20	57.58	19
	Class Size Range 27 or more	0.00	0	10.00	3	12.50	4	33.33	11	33.33	11	12.12	4
023008	Dodson Street Elementary School												
	Class Size Range 1 - 20	31.37	16	25.45	14	6.52	3	8.00	4	5.88	3	9.76	4
	Class Size Range 21 - 26	43.14	22	23.64	13	71.74	33	64.00	32	41.18	21	17.07	7
	Class Size Range 27 or more	25.49	13	50.91	28	21.74	10	28.00	14	52.94	27	73.17	30
023009	Grand Marais Elementary School												
	Class Size Range 1 - 20	63.64	7	9.09	1	75.00	9	10.00	1	30.00	3	10.00	1
	Class Size Range 21 - 26	36.36	4	90.91	10	25.00	3	90.00	9	70.00	7	90.00	9
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023010	Hopkins Street Elementary School												
	Class Size Range 1 - 20	0.00	0	40.00	8	55.56	10	26.32	5	66.67	12	31.25	5
	Class Size Range 21 - 26	100.00	19	60.00	12	44.44	8	73.68	14	33.33	6	68.75	11
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023012	Jeanerette Elementary School												
	Class Size Range 1 - 20	7.41	2	3.57	1	28.57	8	25.00	6	45.83	11	36.36	8
	Class Size Range 21 - 26	59.26	16	64.29	18	42.86	12	66.67	16	45.83	11	50.00	11
	Class Size Range 27 or more	33.33	9	32.14	9	28.57	8	8.33	2	8.33	2	13.64	3

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023016	Johnston Street Elementary School												
	Class Size Range 1 - 20	37.50	6	47.06	8	53.33	8	50.00	6	76.92	10	46.15	6
	Class Size Range 21 - 26	62.50	10	52.94	9	46.67	7	50.00	6	23.08	3	53.85	7
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023017	Lee Street Elementary School												
	Class Size Range 1 - 20	16.67	2	50.00	5	20.00	2	22.22	2	50.00	4	10.00	1
	Class Size Range 21 - 26	66.67	8	30.00	3	50.00	5	33.33	3	0.00	0	90.00	9
	Class Size Range 27 or more	16.67	2	20.00	2	30.00	3	44.44	4	50.00	4	0.00	0
023019	Loreauville Elementary School												
	Class Size Range 1 - 20	16.00	12	12.73	7	12.77	6	34.62	9	38.46	10	25.00	6
	Class Size Range 21 - 26	68.00	51	54.55	30	74.47	35	42.31	11	46.15	12	58.33	14
	Class Size Range 27 or more	16.00	12	32.73	18	12.77	6	23.08	6	15.38	4	16.67	4
023021	Magnolia Elementary School												
	Class Size Range 1 - 20	8.33	1	16.67	2	0.00	0	25.00	3	33.33	4	33.33	4
	Class Size Range 21 - 26	91.67	11	83.33	10	100.00	12	75.00	9	66.67	8	66.67	8
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023025	North Lewis Elementary School												
	Class Size Range 1 - 20	10.81	4	19.44	7	0.00	0	43.18	19	40.91	18	20.93	9
	Class Size Range 21 - 26	72.97	27	55.56	20	68.18	30	25.00	11	18.18	8	39.53	17
	Class Size Range 27 or more	16.22	6	25.00	9	31.82	14	31.82	14	40.91	18	39.53	17
023026	North Street Elementary												
	Class Size Range 1 - 20	24.32	9	22.22	10	24.59	15	32.26	20	31.48	17	17.78	8
	Class Size Range 21 - 26	32.43	12	73.33	33	75.41	46	66.13	41	57.41	31	82.22	37
	Class Size Range 27 or more	43.24	16	4.44	2	0.00	0	1.61	1	11.11	6	0.00	0
023027	Park Elementary School												
	Class Size Range 1 - 20	6.90	6	25.93	21	31.03	27	1.69	1	6.38	3	15.56	7
	Class Size Range 21 - 26	60.92	53	67.90	55	68.97	60	98.31	58	89.36	42	75.56	34
	Class Size Range 27 or more	32.18	28	6.17	5	0.00	0	0.00	0	4.26	2	8.89	4
023028	Peebles Elementary School												
	Class Size Range 1 - 20	17.24	5	5.88	1	5.88	1	17.65	3	0.00	0	0.00	0
	Class Size Range 21 - 26	37.93	11	47.06	8	47.06	8	52.94	9	52.94	9	64.71	11
	Class Size Range 27 or more	44.83	13	47.06	8	47.06	8	29.41	5	47.06	8	35.29	6
023029	Pesson Addition Elementary School												
	Class Size Range 1 - 20	18.18	4	21.74	5	50.00	12	13.04	3	20.83	5	50.00	12
	Class Size Range 21 - 26	54.55	12	78.26	18	25.00	6	69.57	16	79.17	19	50.00	12
	Class Size Range 27 or more	27.27	6	0.00	0	25.00	6	17.39	4	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023030	Delcambre Elementary School												
	Class Size Range 1 - 20	21.43	6	24.00	6	33.33	9	28.57	8	44.83	13	20.69	6
	Class Size Range 21 - 26	75.00	21	52.00	13	51.85	14	53.57	15	48.28	14	44.83	13
	Class Size Range 27 or more	3.57	1	24.00	6	14.81	4	17.86	5	6.90	2	34.48	10
023033	St. Charles Street Elementary School												
	Class Size Range 1 - 20	10.00	2	10.00	2	15.00	3	38.46	5	0.00	0	33.33	4
	Class Size Range 21 - 26	60.00	12	60.00	12	75.00	15	46.15	6	91.67	11	16.67	2
	Class Size Range 27 or more	30.00	6	30.00	6	10.00	2	15.38	2	8.33	1	50.00	6
023034	Daspit Road Elementary School												
	Class Size Range 1 - 20	3.85	1	10.71	3	6.90	2	33.33	10	3.57	1	3.57	1
	Class Size Range 21 - 26	53.85	14	50.00	14	58.62	17	36.67	11	96.43	27	96.43	27
	Class Size Range 27 or more	42.31	11	39.29	11	34.48	10	30.00	9	0.00	0	0.00	0
023035	Sugarland Elementary School												
	Class Size Range 1 - 20	18.75	9	19.23	10	20.00	10	16.00	8	12.24	6	15.56	7
	Class Size Range 21 - 26	35.42	17	42.31	22	28.00	14	60.00	30	65.31	32	82.22	37
	Class Size Range 27 or more	45.83	22	38.46	20	52.00	26	24.00	12	22.45	11	2.22	1
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	23.92	161	21.91	133	23.02	134	21.60	119
	Class Size Range 21 - 26	~	~	~	~	55.42	373	61.12	371	58.25	339	60.98	336
	Class Size Range 27 or more	~	~	~	~	20.65	139	16.97	103	18.73	109	17.42	96
District (All Schools)													
	Class Size Range 1 - 20	23.02	451	22.62	438	23.29	470	26.64	532	32.26	693	35.96	763
	Class Size Range 21 - 26	44.00	862	42.46	822	44.30	894	47.07	940	42.46	912	40.25	854
	Class Size Range 27 or more	32.98	646	34.92	676	32.41	654	26.29	525	25.28	543	23.80	505
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687
	Class Size Range 21 - 26	~	~	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277
	Class Size Range 27 or more	~	~	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023001	Anderson Middle School												
	Class Size Range 1 - 20	25.79	41	11.98	20	21.43	39	38.35	51	53.73	72	42.96	58
	Class Size Range 21 - 26	41.51	66	48.50	81	42.31	77	54.89	73	40.30	54	51.11	69
	Class Size Range 27 or more	32.70	52	39.52	66	36.26	66	6.77	9	5.97	8	5.93	8
023013	Jeanerette Middle School												
	Class Size Range 1 - 20	23.94	17	23.94	17	30.14	22	32.10	26	60.44	55	61.11	55
	Class Size Range 21 - 26	38.03	27	32.39	23	30.14	22	45.68	37	32.97	30	32.22	29
	Class Size Range 27 or more	38.03	27	43.66	31	39.73	29	22.22	18	6.59	6	6.67	6
023036	Belle Place Middle School												
	Class Size Range 1 - 20	14.80	33	12.06	24	12.83	29	16.41	21	15.70	19	21.37	25
	Class Size Range 21 - 26	33.18	74	33.67	67	35.84	81	40.63	52	50.41	61	38.46	45
	Class Size Range 27 or more	52.02	116	54.27	108	51.33	116	42.97	55	33.88	41	40.17	47
023038	Iberia Middle School												
	Class Size Range 1 - 20	~	~	~	~	~	~	28.27	54	18.89	34	38.17	71
	Class Size Range 21 - 26	~	~	~	~	~	~	37.70	72	54.44	98	47.31	88
	Class Size Range 27 or more	~	~	~	~	~	~	34.03	65	26.67	48	14.52	27
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	~	~	18.71	90	28.52	152	34.22	180	39.58	209
	Class Size Range 21 - 26	~	~	~	~	37.42	180	43.90	234	46.20	243	43.75	231
	Class Size Range 27 or more	~	~	~	~	43.87	211	27.58	147	19.58	103	16.67	88
District (All Schools)													
	Class Size Range 1 - 20	23.02	451	22.62	438	23.29	470	26.64	532	32.26	693	35.96	763
	Class Size Range 21 - 26	44.00	862	42.46	822	44.30	894	47.07	940	42.46	912	40.25	854
	Class Size Range 27 or more	32.98	646	34.92	676	32.41	654	26.29	525	25.28	543	23.80	505
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050
	Class Size Range 21 - 26	~	~	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756
	Class Size Range 27 or more	~	~	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023007	Delcambre High School												
	Class Size Range 1 - 20	32.11	35	42.11	48	33.04	37	30.63	34	39.17	47	58.47	69
	Class Size Range 21 - 26	44.95	49	49.12	56	52.68	59	50.45	56	46.67	56	29.66	35
	Class Size Range 27 or more	22.94	25	8.77	10	14.29	16	18.92	21	14.17	17	11.86	14
023015	Jeanerette Senior High School												
	Class Size Range 1 - 20	42.02	50	36.51	46	34.59	46	37.39	43	48.06	62	52.46	64
	Class Size Range 21 - 26	42.02	50	42.06	53	42.11	56	38.26	44	32.56	42	33.61	41
	Class Size Range 27 or more	15.97	19	21.43	27	23.31	31	24.35	28	19.38	25	13.93	17
023020	Loreauville High School												
	Class Size Range 1 - 20	57.84	59	58.49	62	54.05	60	50.00	56	44.44	48	56.64	64
	Class Size Range 21 - 26	19.61	20	32.08	34	37.84	42	43.75	49	49.07	53	30.97	35
	Class Size Range 27 or more	22.55	23	9.43	10	8.11	9	6.25	7	6.48	7	12.39	14
023022	New Iberia Freshman High School												
	Class Size Range 1 - 20	37.09	56	31.41	49	27.53	49	26.67	44	25.57	45	27.84	54
	Class Size Range 21 - 26	20.53	31	21.79	34	16.29	29	27.27	45	19.89	35	21.13	41
	Class Size Range 27 or more	42.38	64	46.79	73	56.18	100	46.06	76	54.55	96	51.03	99
023024	New Iberia Senior High School												
	Class Size Range 1 - 20	13.03	43	9.82	32	8.18	27	19.77	70	15.69	56	19.95	75
	Class Size Range 21 - 26	47.58	157	41.41	135	46.97	155	39.83	141	32.21	115	32.98	124
	Class Size Range 27 or more	39.39	130	48.77	159	44.85	148	40.40	143	52.10	186	47.07	177
023037	Iberia Parish Career Center												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	80.67	121	90.83	109
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	19.33	29	9.17	11
	Class Size Range 27 or more	~	~	~	~	~	~	~	~	0.00	0	0.00	0

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
Class Size Range 1 - 20		~	~	~	~	25.35	219	28.82	247	36.44	379	41.71	435
Class Size Range 21 - 26		~	~	~	~	39.47	341	39.09	335	31.73	330	27.52	287
Class Size Range 27 or more		~	~	~	~	35.19	304	32.09	275	31.83	331	30.78	321
District (All Schools)													
Class Size Range 1 - 20		23.02	451	22.62	438	23.29	470	26.64	532	32.26	693	35.96	763
Class Size Range 21 - 26		44.00	862	42.46	822	44.30	894	47.07	940	42.46	912	40.25	854
Class Size Range 27 or more		32.98	646	34.92	676	32.41	654	26.29	525	25.28	543	23.80	505
State (High Schools)													
Class Size Range 1 - 20		~	~	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900
Class Size Range 21 - 26		~	~	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607
Class Size Range 27 or more		~	~	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576
State (All Schools)													
Class Size Range 1 - 20		29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
Class Size Range 21 - 26		40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
Class Size Range 27 or more		30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-7
Students Suspended and Expelled	3-11

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented at the bottom of this page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
023002 Avery Island Elementary School	94.74	95.29	95.87	99.48	94.86	94.53
023003 Bank Avenue Elementary School	95.45	95.03	95.82	99.59	93.80	94.34
023004 Canal Street Elementary School	95.24	94.05	94.35	99.98	95.06	95.00
023005 Center Street Elementary School	95.91	95.50	95.70	99.51	95.24	95.31
023006 Coteau Elementary School	95.88	96.66	98.51	96.36	95.64	95.93
023008 Dodson Street Elementary School	96.07	95.77	96.14	99.57	95.74	96.32
023009 Grand Marais Elementary School	96.09	95.77	96.29	99.46	94.86	94.99
023010 Hopkins Street Elementary School	94.60	93.56	94.97	99.51	94.64	95.89
023012 Jeanerette Elementary School	95.30	95.36	95.88	99.64	94.88	94.93
023016 Johnston Street Elementary School	95.00	94.48	94.91	97.56	93.87	93.76
023017 Lee Street Elementary School	95.87	95.77	95.17	96.51	92.90	94.61
023019 Loreauville Elementary School	95.33	95.77	95.13	1.00	95.34	94.90
023021 Magnolia Elementary School	95.97	95.81	95.56	99.53	93.98	94.67
023025 North Lewis Elementary School	96.30	95.22	95.53	99.65	95.39	95.45
023026 North Street Elementary	95.56	95.46	95.46	99.97	95.06	94.89
023027 Park Elementary School	93.66	93.07	93.42	98.96	93.75	93.32
023028 Peebles Elementary School	96.49	96.21	96.04	99.71	95.51	95.63
023029 Pesson Addition Elementary School	96.18	95.14	96.32	95.09	93.82	94.97
023030 Delcambre Elementary School	95.16	96.82	95.86	99.98	97.62	94.09
023033 St. Charles Street Elementary School	95.44	95.49	95.23	99.47	95.51	94.17
023034 Daspit Road Elementary School	96.78	96.60	96.42	99.67	95.72	96.14
023035 Sugarland Elementary School	95.06	95.46	95.91	99.62	94.95	95.20
District (Elementary Schools)	~	~	95.76	99.09	95.09	95.07
District (All Schools)	95.06	95.27	95.02	98.13	93.17	93.48
State (Elementary Schools)	~	~	95.01	95.21	95.01	95.20
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1991-92	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97
023001 Anderson Middle School	92.88	93.34	93.43	92.85	90.02	89.95
023013 Jeanerette Middle School	92.19	95.97	96.84	99.19	91.20	90.95
023036 Belle Place Middle School	94.02	93.82	94.84	99.26	92.60	92.78
023038 Iberia Middle School	~	~	~	99.17	91.16	92.43
District (Middle/Jr. High Schools)	~	~	94.64	97.68	91.25	91.64
District (All Schools)	95.06	95.27	95.02	98.13	93.17	93.48
State (Middle/Jr. High Schools)	~	~	92.84	92.72	92.56	93.14
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
023007 Delcambre High School	96.11	95.67	97.60	93.85	92.84	94.20
023015 Jeanerette Senior High School	93.63	94.49	93.99	99.14	87.43	89.58
023020 Loreauville High School	94.45	94.93	95.81	95.38	93.72	93.39
023022 New Iberia Freshman High School	93.24	96.41	96.23	90.51	88.20	88.72
023024 New Iberia Senior High School	95.34	95.61	90.19	99.23	91.75	92.28
023037 Iberia Parish Career Center	~	~	~	~	80.23	84.16
District (High Schools)	~	~	93.51	96.28	90.41	91.31
District (All Schools)	95.06	95.27	95.02	98.13	93.17	93.48
State (High Schools)	~	~	90.97	91.02	90.62	91.06
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade.

To conform with the federal Common Core of Data (CCD) reporting, the state dropout rate is calculated by dividing the total number of dropouts by the state membership as of October 1, 1996. The formulas used to produce percent of student dropouts are presented on the following page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{October 1 Membership (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
023001	Anderson Middle School												
	Grade 7	4.76	23	1.59	9	0.39	2	0.95	4	2.41	9	1.08	4
	Grade 8	8.08	29	2.42	10	2.34	10	0.00	0	5.70	15	3.85	11
023007	Delcambre High School												
	Grade 7	1.06	1	0.84	1	1.11	1	0.75	1	0.00	0	2.20	2
	Grade 8	1.45	1	1.30	1	1.03	1	1.01	1	0.00	0	5.56	4
	Grade 9	1.41	1	1.49	1	1.64	1	2.80	3	4.76	4	10.19	11
	Grade 10	4.84	3	2.53	2	1.61	1	0.00	0	7.35	5	9.38	6
	Grade 11	1.89	1	0.00	0	0.00	0	0.00	0	9.84	6	1.75	1
	Grade 12	0.00	0	0.00	0	0.00	0	1.41	1	7.55	4	0.00	0
023013	Jeanerette Middle School												
	Grade 7	0.60	1	0.00	0	0.00	0	0.47	1	5.11	9	2.98	5
	Grade 8	0.00	0	0.60	1	1.23	2	0.42	1	3.80	7	5.63	9
023015	Jeanerette Senior High School												
	Grade 9	5.41	10	4.91	11	3.72	8	4.61	10	9.50	21	9.55	21
	Grade 10	3.73	5	4.90	7	2.27	3	2.41	4	6.54	10	7.53	11
	Grade 11	0.99	1	2.78	3	4.35	5	2.44	3	8.00	10	7.32	9
	Grade 12	1.11	1	2.13	2	1.08	1	0.00	0	46.56	88	7.41	6
023020	Loreauville High School												
	Grade 7	0.00	0	1.08	1	0.00	0	0.94	1	4.46	5	1.35	1
	Grade 8	0.00	0	0.00	0	1.39	1	0.00	0	2.56	2	1.04	1
	Grade 9	0.00	0	1.18	1	2.41	2	0.00	0	8.42	8	4.04	4
	Grade 10	0.00	0	4.48	3	0.00	0	1.12	1	5.33	4	3.80	3
	Grade 11	1.59	1	1.96	1	0.00	0	0.00	0	7.14	5	4.62	3
	Grade 12	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	12.28	7
023022	New Iberia Freshman High School												
	Grade 9	1.14	9	2.11	18	4.99	50	1.32	15	9.11	95	11.42	120
023024	New Iberia Senior High School												
	Grade 10	7.86	64	4.86	42	6.01	49	3.83	39	10.71	96	9.40	82
	Grade 11	3.40	18	3.63	20	3.93	21	1.97	12	6.46	43	5.83	36
	Grade 12	0.85	4	2.65	12	2.21	11	1.07	6	5.26	25	6.88	36
023036	Belle Place Middle School												
	Grade 7	2.06	14	0.30	2	0.84	6	0.27	1	4.59	17	1.28	4
	Grade 8	0.99	5	0.17	1	1.93	10	0.00	0	4.26	14	4.05	12

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93¹		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023037	Iberia Parish Career Center												
	Grade 9	~	~	~	~	~	~	~	~	12.43	23	10.67	24
023038	Iberia Middle School												
	Grade 7	~	~	~	~	~	~	0.61	3	3.23	14	2.21	9
	Grade 8	~	~	~	~	~	~	0.85	4	3.03	12	4.34	16
District													
	Grade 7	2.71	39	0.88	13	0.59	9	0.77	11	3.70	54	1.86	25
	Grade 8	3.07	35	1.05	13	2.00	24	0.42	6	3.86	50	4.44	53
	Grade 9	1.89	20	3.14	31	4.86	61	2.21	28	10.02	151	11.66	180
	Grade 10	6.89	72	4.99	54	5.20	53	3.40	44	9.73	115	8.92	102
	Grade 11	2.85	21	3.23	24	3.49	26	1.84	15	6.99	64	5.74	49
	Grade 12	0.77	5	2.23	14	1.88	12	0.99	7	15.33	117	6.97	49
	Grades 9 - 12	~	~	~	~	~	~	~	~	10.24	447	8.95	380
State													
	Grade 7	1.72	1,051	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904
	Grade 8	2.15	1,176	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232
	Grade 9	5.57	3,390	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245
	Grade 10	4.87	2,466	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626
	Grade 11	4.43	1,865	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897
	Grade 12	3.43	1,262	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605
	Grades 9 - 12	~	~	~	~	~	~	~	~	11.75	24,908	11.53	24,373

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1996-97 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed on the following pages were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
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- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023002	Avery Island Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.92	5
	Suspended (Out of School)	0.92	2	0.45	1	0.52	1	1.54	3	0.00	0	2.34	4
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023003	Bank Avenue Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.26	1	10.81	52	7.27	29	3.76	15	2.40	10	5.29	21
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.78	3	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023004	Canal Street Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.36	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023005	Center Street Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	4.93	26	0.50	3	1.60	9	1.47	9	4.59	29	3.60	23
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023006	Coteau Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.15	1
	Suspended (Out of School)	0.16	1	0.00	0	0.16	1	0.98	7	0.15	1	0.61	4
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023008	Dodson Street Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.42	2	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023009	Grand Marais Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.46	7	0.36	1	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023010	Hopkins Street Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.86	5	1.39	8	1.31	7	4.65	26	6.80	34	4.11	20
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023012	Jeanerette Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	10.57	72	6.51	47	8.11	52	5.97	40	10.26	64	12.01	70
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023016	Johnston Street Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	5.04	19	2.88	11	0.82	3	0.77	3	5.97	20	3.95	14
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.30	1	0.00	0
023017	Lee Street Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.87	2	2.11	5	2.44	5	4.29	9	7.65	15	6.97	14
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.48	1	0.00	0	0.00	0
023019	Loreauville Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	3.72	23	1.54	9	3.53	19	0.36	2	0.19	1	2.58	14
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023021	Magnolia Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.29	1	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023025	North Lewis Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.56	4
	Suspended (Out of School)	1.38	10	0.77	6	1.11	8	0.43	3	0.73	5	2.78	20
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.14	1	0.26	2	0.00	0	0.00	0	0.00	0	0.14	1
023026	North Street Elementary												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	5.16	29	4.93	30	6.15	38	7.15	48	4.47	34	5.81	32
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.36	2	0.00	0	0.49	3	0.45	3	0.26	2	0.54	3
023027	Park Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	27.39	129
	Suspended (Out of School)	3.56	18	6.39	31	17.37	82	15.03	75	5.26	25	6.58	31
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.20	1	0.41	2	0.85	4	0.20	1	0.21	1	0.00	0
023028	Peebles Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.98	11	6.27	26	8.55	33	3.82	15	5.61	22	3.79	14
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023029	Pesson Addition Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.31	7	0.53	3	1.31	7	0.83	5	1.01	6	0.86	5
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023030	Delcambre Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.17	1
	Suspended (Out of School)	1.27	7	0.34	2	1.13	6	0.63	4	0.84	5	1.85	11
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023033	St. Charles Street Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	7.42	29	2.97	12	6.94	25	2.46	9	8.94	32	11.39	41
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	1.24	5	0.56	2	0.27	1	0.28	1	0.00	0
023034	Daspit Road Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.33	2	0.43	3	0.75	5	0.44	3	0.48	3	1.20	8
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
023035	Sugarland Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.51	10	0.78	6	2.99	20	1.04	7	2.76	18	3.48	24
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.15	1	0.00	0	0.00	0	0.00	0	0.15	1	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	1.51	140
	Suspended (Out of School)	~	~	~	~	3.83	350	3.09	283	3.35	323	3.94	366
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.10	9	0.07	6	0.06	6	0.04	4
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.03	1,367
	Suspended (Out of School)	6.79	1,076	6.73	1,063	7.84	1,228	6.63	1,072	7.67	1,304	8.71	1,482
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.37	59	0.28	44	0.48	75	0.34	55	0.41	70	0.42	72
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.17	8,584
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	4.26	16,806
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.01	34
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.08	311
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023001	Anderson Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	21.77	162
	Suspended (Out of School)	23.40	197	19.61	192	21.91	206	19.77	152	17.39	124	26.08	194
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	3.44	29	1.23	12	2.45	23	1.56	12	1.54	11	2.15	16
023013	Jeanerette Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	35.59	126
	Suspended (Out of School)	24.48	83	28.53	101	27.25	103	27.37	124	24.73	90	29.66	105
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.88	3	0.28	1	1.59	6	1.10	5	1.37	5	1.13	4
023036	Belle Place Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	22.71	151
	Suspended (Out of School)	11.40	135	8.91	112	10.06	124	5.05	39	3.76	26	11.88	79
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.51	6	0.32	4	0.65	8	0.00	0	0.14	1	0.30	2
023038	Iberia Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	19.02	160
	Suspended (Out of School)	~	~	~	~	~	~	9.71	93	13.02	112	8.56	72
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	0.63	6	1.51	13	0.48	4

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	23.76	592
	Suspended (Out of School)	~	~	~	~	18.24	433	16.50	408	13.91	351	17.86	445
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	1.56	37	0.93	23	1.19	30	1.04	26
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.03	1,367
	Suspended (Out of School)	6.79	1,076	6.73	1,063	7.84	1,228	6.63	1,072	7.67	1,304	8.71	1,482
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.37	59	0.28	44	0.48	75	0.34	55	0.41	70	0.42	72
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	10.03	14,670
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	16.40	23,990
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.16	234
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.87	1,269
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023007	Delcambre High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	15.72	91
	Suspended (Out of School)	3.82	19	2.67	15	4.36	23	2.93	19	10.56	60	7.77	45
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.70	4	0.86	5
023015	Jeanerette Senior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	30.90	195
	Suspended (Out of School)	15.49	79	10.72	61	14.23	79	9.38	56	15.53	109	24.72	156
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.18	6	0.35	2	1.44	8	1.01	6	0.57	4	1.74	11
023020	Loreauville High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	19.25	93
	Suspended (Out of School)	6.16	25	8.71	37	9.11	39	8.07	39	7.85	38	11.18	54
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.47	2	0.93	4	0.21	1	0.00	0	0.62	3
023022	New Iberia Freshman High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	20.41	246
	Suspended (Out of School)	16.16	128	18.97	174	19.00	208	11.51	131	17.93	194	15.44	186
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.63	5	0.55	5	1.10	12	1.05	12	1.11	12	0.33	4
023024	New Iberia Senior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.38	10
	Suspended (Out of School)	6.93	126	6.10	114	5.20	96	6.22	136	6.69	143	6.43	171
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.11	2	0.48	9	0.27	5	0.32	7	0.56	12	0.41	11
023037	Iberia Parish Career Center												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.40	1
	Suspended (Out of School)	~	~	~	~	~	~	~	~	41.20	89	28.34	70
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.93	2	3.24	8

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.26	636
	Suspended (Out of School)	~	~	~	~	10.72	445	8.40	381	12.45	633	12.06	681
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.70	29	0.57	26	0.67	34	0.74	42
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.03	1,367
	Suspended (Out of School)	6.79	1,076	6.73	1,063	7.84	1,228	6.63	1,072	7.67	1,304	8.71	1,482
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.37	59	0.28	44	0.48	75	0.34	55	0.41	70	0.42	72
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.67	19,412
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	15.72	35,175
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.11	254
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.80	1,797
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

Criterion-referenced Test (CRT) Results.....	4-1
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Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 7a - 7c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 7d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1996-97 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023002	Avery Island Elementary School												
	Language Arts	100	16	100	21	100	23	100	16	100	21	100	18
	Mathematics	100	16	100	21	100	23	100	16	95	21	100	18
023005	Center Street Elementary School												
	Language Arts	93	55	93	56	99	67	96	74	91	75	90	62
	Mathematics	96	54	98	55	99	67	96	72	87	75	92	62
023006	Coteau Elementary School												
	Language Arts	91	75	94	66	93	73	96	72	90	84	95	76
	Mathematics	93	74	98	66	100	73	100	72	92	84	95	75
023008	Dodson Street Elementary School												
	Language Arts	97	61	94	52	100	57	100	67	100	66	91	54
	Mathematics	98	61	100	51	100	57	100	67	100	66	94	54
023010	Hopkins Street Elementary School												
	Language Arts	83	92	87	84	84	55	87	77	82	91	96	89
	Mathematics	83	92	87	83	87	55	82	77	84	90	93	89
023012	Jeanerette Elementary School												
	Language Arts	89	80	89	74	91	74	76	62	84	77	86	63
	Mathematics	93	80	96	74	92	74	92	62	91	78	93	61
023016	Johnston Street Elementary School												
	Language Arts	86	50	79	39	87	46	95	40	88	57	90	48
	Mathematics	90	50	69	39	98	46	100	40	95	57	91	47
023017	Lee Street Elementary School												
	Language Arts	96	75	93	72	95	79	95	58	97	74	91	75
	Mathematics	97	75	94	72	99	78	100	57	95	74	92	75
023019	Loreauville Elementary School												
	Language Arts	95	83	96	57	98	54	95	59	98	54	90	70
	Mathematics	94	83	96	56	96	54	98	59	98	54	96	70
023025	North Lewis Elementary School												
	Language Arts	99	86	99	78	100	86	99	80	96	76	99	72
	Mathematics	98	86	97	78	100	86	97	79	96	76	96	72
023026	North Street Elementary												
	Language Arts	92	62	98	52	94	62	100	46	84	67	98	56
	Mathematics	98	62	100	52	97	60	100	46	93	67	98	56

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023028	Peebles Elementary School												
	Language Arts	97	73	100	74	97	76	99	75	95	75	99	67
	Mathematics	96	73	100	74	99	75	100	75	92	75	97	65
023029	Pesson Addition Elementary School												
	Language Arts	91	67	95	80	97	67	94	79	90	92	96	85
	Mathematics	82	67	91	80	99	67	87	79	89	92	96	84
023030	Delcambre Elementary School												
	Language Arts	96	54	99	67	99	67	95	82	94	78	89	70
	Mathematics	96	54	100	67	100	65	96	82	97	77	93	70
023033	St. Charles Street Elementary School												
	Language Arts	96	57	91	75	92	84	95	63	87	71	87	70
	Mathematics	96	57	92	74	87	82	94	63	93	71	90	68
023034	Daspit Road Elementary School												
	Language Arts	99	76	97	75	91	82	99	96	97	76	99	79
	Mathematics	100	75	97	75	94	82	98	96	100	76	99	79
023035	Sugarland Elementary School												
	Language Arts	85	61	80	69	86	56	88	64	79	78	90	68
	Mathematics	85	60	83	69	86	56	92	64	76	78	93	68
District													
	Language Arts	93	1,123	93	1,091	94	1,108	94	1,110	91	1,212	93	1,122
	Mathematics	93	1,119	94	1,086	96	1,100	96	1,106	92	1,211	94	1,113
State													
	Language Arts	92	58,145	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926
	Mathematics	90	57,865	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023002	Avery Island Elementary School												
	Language Arts	100	12	87	15	100	16	92	13	100	31	100	20
	Mathematics	100	12	87	15	100	16	69	13	97	31	100	20
023003	Bank Avenue Elementary School												
	Language Arts	96	165	92	159	88	121	89	138	87	158	91	148
	Mathematics	86	165	89	159	89	119	94	138	87	158	88	148
023005	Center Street Elementary School												
	Language Arts	98	58	100	55	98	56	100	57	95	75	88	77
	Mathematics	98	58	96	55	100	56	100	57	93	73	83	77
023006	Coteau Elementary School												
	Language Arts	98	65	100	61	100	71	100	50	95	80	96	77
	Mathematics	100	65	98	61	97	71	100	50	99	80	95	76
023008	Dodson Street Elementary School												
	Language Arts	100	51	92	50	100	48	100	40	95	62	97	70
	Mathematics	100	51	100	51	100	48	100	40	98	62	99	70
023012	Jeanerette Elementary School												
	Language Arts	81	73	85	82	72	65	90	67	76	74	86	57
	Mathematics	67	73	70	81	78	65	84	67	84	73	93	57
023019	Loreauville Elementary School												
	Language Arts	96	78	98	66	100	74	100	57	95	59	94	80
	Mathematics	95	78	95	65	99	74	98	57	95	59	98	80
023025	North Lewis Elementary School												
	Language Arts	100	86	97	87	100	78	99	78	99	95	99	93
	Mathematics	96	85	100	87	96	78	99	78	98	95	97	93
023026	North Street Elementary												
	Language Arts	97	69	87	55	100	53	92	59	97	68	93	46
	Mathematics	99	69	96	55	98	53	95	59	96	68	98	46
023027	Park Elementary School												
	Language Arts	88	108	89	105	83	104	70	98	78	124	77	137
	Mathematics	92	104	86	105	84	104	80	99	81	124	89	136
023028	Peebles Elementary School												
	Language Arts	99	80	99	77	95	73	95	84	89	89	94	88
	Mathematics	90	80	95	77	99	72	98	84	92	89	93	88

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023030	Delcambre Elementary School												
	Language Arts	97	78	96	85	94	53	96	70	97	75	93	101
	Mathematics	99	78	96	85	94	53	100	70	97	75	99	100
023033	St. Charles Street Elementary School												
	Language Arts	86	93	93	96	100	54	93	67	85	80	91	79
	Mathematics	82	93	90	96	100	54	93	67	86	80	86	79
023034	Daspit Road Elementary School												
	Language Arts	98	81	100	82	100	81	100	57	99	72	91	97
	Mathematics	99	81	100	82	100	81	98	57	99	72	95	98
023035	Sugarland Elementary School												
	Language Arts	92	65	96	68	87	71	95	64	89	70	87	71
	Mathematics	83	66	87	68	92	71	91	64	79	70	93	71
District													
	Language Arts	95	1,162	94	1,143	93	1,018	93	999	91	1,214	91	1,241
	Mathematics	91	1,158	92	1,142	94	1,015	94	1,000	91	1,211	93	1,239
State													
	Language Arts	90	56,194	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617
	Mathematics	90	56,114	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023001	Anderson Middle School												
	Language Arts	89	323	88	363	84	316	87	231	78	281	78	267
	Mathematics	76	328	75	364	73	315	69	229	66	280	61	270
023007	Delcambre High School												
	Language Arts	95	79	94	82	96	70	99	95	97	65	95	78
	Mathematics	95	79	95	83	91	70	94	95	97	64	92	78
023013	Jeanerette Middle School												
	Language Arts	85	137	84	157	83	172	90	149	80	144	85	149
	Mathematics	73	136	75	158	78	171	81	150	78	144	84	148
023020	Loreauville High School												
	Language Arts	92	73	93	73	97	78	94	70	99	89	97	62
	Mathematics	88	74	92	72	87	77	84	70	87	87	90	62
023036	Belle Place Middle School												
	Language Arts	94	536	95	447	96	520	96	259	94	286	92	277
	Mathematics	92	530	90	448	89	520	90	259	81	279	83	275
023038	Iberia Middle School												
	Language Arts	~	~	~	~	~	~	94	301	91	330	88	337
	Mathematics	~	~	~	~	~	~	81	301	81	330	76	335
District													
	Language Arts	91	1,148	91	1,142	91	1,172	93	1,105	88	1,195	87	1,170
	Mathematics	85	1,147	83	1,145	83	1,168	82	1,104	78	1,184	77	1,168
State													
	Language Arts	87	54,702	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041
	Mathematics	83	54,440	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023007	Delcambre High School												
	Language Arts	96	45	93	54	92	52	98	42	90	58	90	51
	Mathematics	89	45	96	54	85	52	93	42	95	57	92	51
	Written Composition	88	43	92	53	85	52	98	41	93	57	96	51
	Science	91	43	90	42	96	56	96	47	87	47	92	53
	Social Studies	95	43	86	42	86	57	91	47	98	47	94	53
023015	Jeanerette Senior High School												
	Language Arts	83	110	87	99	88	104	83	103	73	105	69	98
	Mathematics	76	110	76	98	77	104	75	102	58	105	73	100
	Written Composition	72	109	73	99	77	101	89	103	85	104	87	101
	Science	88	86	82	91	83	88	91	97	78	98	68	96
	Social Studies	83	86	86	90	81	89	91	96	87	98	74	94
023020	Loreauville High School												
	Language Arts	98	47	98	46	98	54	97	60	95	63	81	64
	Mathematics	79	47	87	46	96	52	73	60	82	61	71	63
	Written Composition	83	46	96	46	94	50	100	60	95	60	97	61
	Science	94	52	95	43	95	40	88	57	90	58	80	55
	Social Studies	96	51	98	42	98	40	95	56	93	55	94	53
023024	New Iberia Senior High School												
	Language Arts	90	514	92	491	91	497	92	555	89	553	84	601
	Mathematics	83	512	81	486	77	501	83	557	77	553	73	602
	Written Composition	82	490	90	491	87	497	97	554	92	545	91	595
	Science	89	427	90	446	93	446	85	458	85	525	84	504
	Social Studies	92	440	91	453	92	439	91	455	93	526	88	510

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

	1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	89	753	92	719	91	739	91	798	88	812	82	814
Mathematics	81	752	82	713	79	743	81	800	76	809	74	816
Written Composition	80	724	87	718	85	737	96	793	91	799	91	808
Science	90	608	90	622	92	630	87	659	85	728	82	708
Social Studies	91	620	91	627	90	625	92	654	92	726	87	710
State												
Language Arts	90	40,524	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342
Mathematics	82	40,403	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307
Written Composition	84	39,266	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983
Science	87	35,387	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423
Social Studies	89	35,442	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the California Achievement Test (CAT), Form F; however, CAT/5 was adopted beginning with the 1992-93 school year with final administration having occurred in the spring of 1997.

Louisiana's NRT measures student performance in eight subject areas: reading, language, mathematics, word analysis, spelling, study skills, science, and social studies. A composite score (total battery) combining the individual subject area scores for reading, language, and mathematics is also computed for each student. The NRT data tables in the *School Report Cards* and *District Composite Reports* are based upon the total battery score.

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring modification to the standardization administration procedures. This reflects the same reporting format used by the LEAP.

Organization

Tables 8a-8c present 1996-97 NRT results for Grades 4, 6, and 8, respectively. Test results are presented for all schools in the district receiving a *Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quarter 4*—the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quarter 4 would read 32 percent.
- *Quarter 3*—the percent of students who scored between the 51st and the 75th national percentiles.
- *Quarter 2*—the percent of students who scored between the 26th and the 50th national percentile.
- *Quarter 1*—the percent of students who scored below the 26th national percentile.
- *Median National Percentile Rank*—"the point in a distribution of scores (ranked from the highest to lowest) at which half of the scores will fall above and half below." (Galfo, 1975, p. 114)

Data Presentation: *School Report Card*

The 1996-97 *School Report Cards* present median national percentile ranks at the school, district, state, and national levels.

Definition

Norm-referenced tests (NRTs) —tests that produce a score that tells how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data tape were provided to the Louisiana Department of Education by CTB/McMillan/McGraw-Hill, test contractor for the CAT/5.

References

- Galfo, A. J. (1975). *Interpreting Educational Research*. Dubuque, Iowa: W. M. C. Brown Company Publishers.

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
023002	Avery Island Elementary School						
	Fourth Quarter	~	7.7	26.3	37.5	26.7	41.2
	Third Quarter	~	11.5	21.1	45.8	20.0	11.8
	Second Quarter	~	38.5	31.6	12.5	53.3	29.4
	First Quarter	~	42.3	21.1	4.2	0.0	17.6
	Median Percentile Rank	~	31.8	50.0	66.3	52.3	54.0
023005	Center Street Elementary School						
	Fourth Quarter	~	20.4	26.2	19.1	15.6	13.1
	Third Quarter	~	35.2	32.8	33.8	28.1	21.3
	Second Quarter	~	38.9	36.1	35.3	31.3	36.1
	First Quarter	~	5.6	4.9	11.8	25.0	29.5
	Median Percentile Rank	~	53.5	56.0	52.3	43.7	37.0
023006	Coteau Elementary School						
	Fourth Quarter	~	34.4	25.4	23.4	24.2	14.9
	Third Quarter	~	39.3	44.1	35.9	34.8	29.9
	Second Quarter	~	16.4	13.6	26.6	33.3	34.3
	First Quarter	~	9.8	16.9	14.1	7.6	20.9
	Median Percentile Rank	~	65.3	53.8	53.0	57.0	47.4
023008	Dodson Street Elementary School						
	Fourth Quarter	~	55.8	54.1	51.1	30.0	39.1
	Third Quarter	~	23.3	35.1	34.0	37.1	32.6
	Second Quarter	~	18.6	10.8	14.9	27.1	23.9
	First Quarter	~	2.3	0.0	0.0	5.7	4.3
	Median Percentile Rank	~	80.7	76.7	76.0	60.6	67.2
023012	Jeanerette Elementary School						
	Fourth Quarter	~	8.6	4.3	6.8	9.7	2.9
	Third Quarter	~	18.5	15.9	13.7	11.3	26.1
	Second Quarter	~	35.8	34.8	34.2	27.4	20.3
	First Quarter	~	37.0	44.9	45.2	51.6	50.7
	Median Percentile Rank	~	33.7	29.3	30.7	24.0	25.6

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
023016	Johnston Street Elementary School						
	Fourth Quarter	~	5.1	43.2	17.1	9.4	5.9
	Third Quarter	~	17.9	40.5	20.0	18.8	17.6
	Second Quarter	~	30.8	16.2	34.3	37.5	32.4
	First Quarter	~	46.2	0.0	28.6	34.4	44.1
	Median Percentile Rank	~	26.7	72.3	45.0	40.3	32.5
023017	Lee Street Elementary School						
	Fourth Quarter	~	36.6	25.0	12.7	26.7	18.5
	Third Quarter	~	25.4	27.8	30.2	31.1	37.0
	Second Quarter	~	25.4	36.1	42.9	28.9	29.6
	First Quarter	~	12.7	11.1	14.3	13.3	14.8
	Median Percentile Rank	~	58.4	51.7	47.3	58.0	54.3
023019	Loreauville Elementary School						
	Fourth Quarter	~	28.4	13.2	27.7	18.6	14.0
	Third Quarter	~	36.5	37.7	36.2	16.9	34.9
	Second Quarter	~	28.4	34.0	25.5	40.7	34.9
	First Quarter	~	6.8	15.1	10.6	23.7	16.3
	Median Percentile Rank	~	60.9	50.6	61.0	38.3	49.7
023025	North Lewis Elementary School						
	Fourth Quarter	~	42.9	50.7	51.2	55.6	61.6
	Third Quarter	~	35.7	30.7	26.8	23.5	26.0
	Second Quarter	~	13.1	14.7	19.5	18.5	9.6
	First Quarter	~	8.3	4.0	2.4	2.5	2.7
	Median Percentile Rank	~	71.4	75.7	75.8	77.4	82.6
023026	North Street Elementary						
	Fourth Quarter	~	25.0	26.5	17.5	21.1	21.6
	Third Quarter	~	32.7	38.8	42.1	26.3	27.5
	Second Quarter	~	34.6	26.5	26.3	36.8	31.4
	First Quarter	~	7.7	8.2	14.0	15.8	19.6
	Median Percentile Rank	~	53.0	60.0	57.0	49.0	49.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
023027	Park Elementary School						
	Fourth Quarter	~	5.4	6.7	5.3	9.6	3.8
	Third Quarter	~	10.8	12.0	14.0	31.5	11.4
	Second Quarter	~	41.9	24.0	45.6	39.7	20.3
	First Quarter	~	41.9	57.3	35.1	19.2	64.6
	Median Percentile Rank	~	29.2	22.5	33.0	45.7	19.0
023028	Peebles Elementary School						
	Fourth Quarter	~	31.1	14.5	27.9	30.6	21.7
	Third Quarter	~	31.1	27.6	26.5	24.2	21.7
	Second Quarter	~	27.0	36.8	26.5	29.0	33.3
	First Quarter	~	10.8	21.1	19.1	16.1	23.3
	Median Percentile Rank	~	59.6	44.3	53.7	57.3	45.0
023029	Pesson Addition Elementary School						
	Fourth Quarter	~	9.0	12.3	17.6	16.3	17.6
	Third Quarter	~	37.3	26.0	26.5	25.6	23.0
	Second Quarter	~	34.3	34.2	38.2	36.0	40.5
	First Quarter	~	19.4	27.4	17.6	22.1	18.9
	Median Percentile Rank	~	46.0	40.0	46.0	44.3	46.5
023030	Delcambre Elementary School						
	Fourth Quarter	~	29.8	31.1	19.4	19.5	13.7
	Third Quarter	~	14.9	27.9	38.8	29.9	31.5
	Second Quarter	~	42.6	32.8	32.8	36.8	34.2
	First Quarter	~	12.8	8.2	9.0	13.8	20.5
	Median Percentile Rank	~	48.0	57.2	54.3	50.0	48.3
023033	St. Charles Street Elementary School						
	Fourth Quarter	~	18.2	20.0	11.8	19.3	27.1
	Third Quarter	~	27.3	21.5	28.9	29.8	13.6
	Second Quarter	~	38.2	32.3	28.9	42.1	25.4
	First Quarter	~	16.4	26.2	30.3	8.8	33.9
	Median Percentile Rank	~	48.8	47.0	41.5	49.7	41.7

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
023034	Daspit Road Elementary School						
	Fourth Quarter	~	42.0	37.3	32.9	28.0	29.1
	Third Quarter	~	35.8	23.9	31.4	34.1	30.9
	Second Quarter	~	18.5	29.9	27.1	29.3	25.5
	First Quarter	~	3.7	9.0	8.6	8.5	14.5
	Median Percentile Rank	~	71.2	60.7	62.7	59.0	60.0
023035	Sugarland Elementary School						
	Fourth Quarter	~	10.8	15.6	12.5	9.8	5.2
	Third Quarter	~	18.5	18.8	16.1	24.6	13.8
	Second Quarter	~	27.7	32.8	25.0	14.8	24.1
	First Quarter	~	43.1	32.8	46.4	50.8	56.9
	Median Percentile Rank	~	31.0	40.5	27.5	24.9	21.4
District							
	Fourth Quarter	~	24.9	24.0	22.6	22.4	19.8
	Third Quarter	~	27.6	27.6	28.9	27.1	24.4
	Second Quarter	~	29.2	28.8	29.8	31.8	28.2
	First Quarter	~	18.3	19.7	18.7	18.7	27.6
	Median Percentile Rank	~	52.4	51.5	51.9	49.9	45.3
State							
	Fourth Quarter	~	26.2	27.3	28.1	28.7	29.2
	Third Quarter	~	25.0	24.9	25.1	25.3	25.6
	Second Quarter	~	26.2	25.4	25.1	24.6	24.6
	First Quarter	~	22.7	22.4	21.7	21.4	20.6
	Median Percentile Rank	~	51.4	52.4	53.2	53.9	54.5
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
023002	Avery Island Elementary School						
	Fourth Quarter	~	13.3	0.0	8.3	6.3	26.1
	Third Quarter	~	13.3	45.5	41.7	31.3	26.1
	Second Quarter	~	53.3	54.5	50.0	56.3	39.1
	First Quarter	~	20.0	0.0	0.0	6.3	8.7
	Median Percentile Rank	~	41.6	49.0	50.0	46.3	53.0
023003	Bank Avenue Elementary School						
	Fourth Quarter	~	11.8	6.4	8.7	8.1	6.0
	Third Quarter	~	21.3	15.7	20.0	17.9	28.4
	Second Quarter	~	42.0	41.4	37.4	43.1	36.2
	First Quarter	~	24.9	36.4	33.9	30.9	29.3
	Median Percentile Rank	~	39.3	31.0	34.4	33.7	41.2
023005	Center Street Elementary School						
	Fourth Quarter	~	18.6	15.1	1.6	14.5	11.9
	Third Quarter	~	32.2	28.3	33.9	25.5	28.4
	Second Quarter	~	40.7	43.4	45.2	50.9	35.8
	First Quarter	~	8.5	13.2	19.4	9.1	23.9
	Median Percentile Rank	~	50.6	48.4	43.5	46.0	44.0
023006	Coteau Elementary School						
	Fourth Quarter	~	22.7	19.6	30.0	21.4	25.4
	Third Quarter	~	50.0	54.9	40.0	44.6	41.3
	Second Quarter	~	25.8	25.5	23.3	32.1	30.2
	First Quarter	~	1.5	0.0	6.7	1.8	3.2
	Median Percentile Rank	~	61.8	56.8	60.8	55.5	62.4
023007	Delcambre High School						
	Fourth Quarter	~	12.0	15.2	15.5	9.4	9.8
	Third Quarter	~	28.0	23.9	32.8	35.9	24.6
	Second Quarter	~	44.0	46.7	36.2	35.9	44.3
	First Quarter	~	16.0	14.1	15.5	18.8	21.3
	Median Percentile Rank	~	43.3	45.0	49.3	47.5	40.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
023008	Dodson Street Elementary School						
	Fourth Quarter	~	43.9	44.0	53.2	54.3	20.0
	Third Quarter	~	39.0	44.0	31.9	37.1	57.5
	Second Quarter	~	17.1	10.0	14.9	8.6	20.0
	First Quarter	~	0.0	2.0	0.0	0.0	2.5
	Median Percentile Rank	~	74.0	71.0	79.5	78.0	66.3
023012	Jeanerette Elementary School						
	Fourth Quarter	~	13.9	24.7	16.2	12.3	13.6
	Third Quarter	~	36.1	30.1	25.0	30.8	25.4
	Second Quarter	~	37.5	32.9	33.8	35.4	39.0
	First Quarter	~	12.5	12.3	25.0	21.5	22.0
	Median Percentile Rank	~	49.8	54.7	46.3	45.8	40.2
023019	Loreauville Elementary School						
	Fourth Quarter	~	12.3	10.4	15.3	18.2	20.0
	Third Quarter	~	27.4	22.4	36.1	30.9	32.7
	Second Quarter	~	49.3	52.2	38.9	43.6	36.4
	First Quarter	~	11.0	14.9	9.7	7.3	10.9
	Median Percentile Rank	~	45.3	40.5	51.3	50.0	52.5
023025	North Lewis Elementary School						
	Fourth Quarter	~	36.1	35.5	41.7	47.9	44.3
	Third Quarter	~	41.7	27.6	36.1	31.0	26.6
	Second Quarter	~	16.7	34.2	16.7	19.7	24.1
	First Quarter	~	5.6	2.6	5.6	1.4	5.1
	Median Percentile Rank	~	67.5	66.5	70.7	74.6	70.0
023026	North Street Elementary						
	Fourth Quarter	~	29.3	14.8	20.7	21.1	10.3
	Third Quarter	~	32.8	29.6	34.5	26.3	36.2
	Second Quarter	~	29.3	40.7	37.9	42.1	39.7
	First Quarter	~	8.6	14.8	6.9	10.5	13.8
	Median Percentile Rank	~	57.0	45.6	53.3	47.6	47.7

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
023027	Park Elementary School						
	Fourth Quarter	~	2.0	1.1	4.5	3.1	8.8
	Third Quarter	~	9.9	6.6	10.1	10.4	13.2
	Second Quarter	~	38.6	38.5	34.8	38.5	36.3
	First Quarter	~	49.5	53.8	50.6	47.9	41.8
	Median Percentile Rank	~	25.6	24.7	25.7	27.0	29.1
023028	Peebles Elementary School						
	Fourth Quarter	~	8.8	15.2	20.6	8.2	22.7
	Third Quarter	~	17.5	30.4	26.5	23.3	29.3
	Second Quarter	~	45.0	46.8	38.2	42.5	30.7
	First Quarter	~	28.8	7.6	14.7	26.0	17.3
	Median Percentile Rank	~	41.0	47.8	48.3	42.3	51.0
023033	St. Charles Street Elementary School						
	Fourth Quarter	~	5.7	6.8	18.9	24.1	14.3
	Third Quarter	~	24.1	20.3	34.0	25.9	17.1
	Second Quarter	~	39.1	33.8	41.5	27.8	44.3
	First Quarter	~	31.0	39.2	5.7	22.2	24.3
	Median Percentile Rank	~	37.2	30.7	54.3	50.0	40.5
023034	Daspit Road Elementary School						
	Fourth Quarter	~	21.7	34.6	32.5	30.4	27.3
	Third Quarter	~	38.6	37.2	35.0	44.6	42.4
	Second Quarter	~	38.6	26.9	28.8	21.4	21.2
	First Quarter	~	1.2	1.3	3.8	3.6	9.1
	Median Percentile Rank	~	59.0	65.3	66.0	66.3	62.8
023035	Sugarland Elementary School						
	Fourth Quarter	~	3.6	0.0	1.8	4.8	5.5
	Third Quarter	~	12.5	18.2	10.7	17.7	18.2
	Second Quarter	~	30.4	33.3	35.7	33.9	23.6
	First Quarter	~	53.6	48.5	51.8	43.5	52.7
	Median Percentile Rank	~	24.3	26.3	22.3	28.7	25.1

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
District							
	Fourth Quarter	~	15.4	15.9	18.9	17.3	17.1
	Third Quarter	~	27.6	26.0	28.4	27.0	28.7
	Second Quarter	~	37.0	37.4	33.6	35.7	33.5
	First Quarter	~	19.9	20.7	19.2	20.0	20.7
	Median Percentile Rank	~	46.3	45.8	48.1	46.5	47.0
State							
	Fourth Quarter	~	18.4	19.1	19.9	20.3	20.8
	Third Quarter	~	23.0	23.6	24.0	23.9	24.6
	Second Quarter	~	31.2	30.3	29.4	29.6	29.3
	First Quarter	~	27.5	27.0	26.7	26.1	25.3
	Median Percentile Rank	~	43.3	44.7	45.4	45.8	46.7
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
023001	Anderson Middle School						
	Fourth Quarter	~	~	~	~	~	12.3
	Third Quarter	~	~	~	~	~	25.7
	Second Quarter	~	~	~	~	~	31.8
	First Quarter	~	~	~	~	~	30.2
	Median Percentile Rank	~	~	~	~	~	42.3
023007	Delcambre High School						
	Fourth Quarter	~	~	~	~	~	16.7
	Third Quarter	~	~	~	~	~	29.6
	Second Quarter	~	~	~	~	~	44.4
	First Quarter	~	~	~	~	~	9.3
	Median Percentile Rank	~	~	~	~	~	49.0
023013	Jeanerette Middle School						
	Fourth Quarter	~	~	~	~	~	8.3
	Third Quarter	~	~	~	~	~	21.3
	Second Quarter	~	~	~	~	~	36.1
	First Quarter	~	~	~	~	~	34.3
	Median Percentile Rank	~	~	~	~	~	35.5
023020	Loreauville High School						
	Fourth Quarter	~	~	~	~	~	18.8
	Third Quarter	~	~	~	~	~	37.7
	Second Quarter	~	~	~	~	~	37.7
	First Quarter	~	~	~	~	~	5.8
	Median Percentile Rank	~	~	~	~	~	54.0
023036	Belle Place Middle School						
	Fourth Quarter	~	~	~	~	~	33.3
	Third Quarter	~	~	~	~	~	30.6
	Second Quarter	~	~	~	~	~	27.9
	First Quarter	~	~	~	~	~	8.1
	Median Percentile Rank	~	~	~	~	~	60.7

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
023038 Iberia Middle School							
	Fourth Quarter	~	~	~	~	~	18.1
	Third Quarter	~	~	~	~	~	30.2
	Second Quarter	~	~	~	~	~	43.5
	First Quarter	~	~	~	~	~	8.2
	Median Percentile Rank	~	~	~	~	~	49.4
District							
	Fourth Quarter	~	~	~	~	~	19.6
	Third Quarter	~	~	~	~	~	28.8
	Second Quarter	~	~	~	~	~	35.8
	First Quarter	~	~	~	~	~	15.9
	Median Percentile Rank	~	~	~	~	~	49.4
State							
	Fourth Quarter	~	~	~	~	~	24.2
	Third Quarter	~	~	~	~	~	26.4
	Second Quarter	~	~	~	~	~	28.5
	First Quarter	~	~	~	~	~	20.8
	Median Percentile Rank	~	~	~	~	~	51.0
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshman Performance.....	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 9, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1996-97 School Report Cards* of those schools that have a twelfth grade. The *Report Cards* present 1996-97 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 9: American College Test (ACT) Results
Average Composite Scores

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
023007 Delcambre High School	19.6	17.6	18.8	19.3	18.9	19.4
023015 Jeanerette Senior High School	17.1	17.9	17.5	18.0	17.2	17.4
023020 Loreauville High School	17.7	18.9	18.8	18.7	19.7	18.5
023024 New Iberia Senior High School	19.9	19.5	19.2	19.5	18.8	19.5
District (Public)	19.5	19.1	19.0	19.2	18.7	19.1
State (Public and Nonpublic)	19.4	19.5	19.4	19.4	19.4	19.4
Nation (Public and Nonpublic)	20.6	20.7	20.8	20.8	20.9	21.0

~ = Unavailable Data

First-Time Freshman Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 10, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1996-97 *School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1996-97 School Report Cards represent information on 1995-96 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

-
- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 10
First-time College Freshmen Performance

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
023007 Delcambre High School													
	Number of High School Graduates ¹		~		52		44		37		55		44
	HS Graduates Who Were First-time College Freshmen	~	~	32.69	17	36.36	16	45.95	17	52.73	29	43.18	19
	First-time Freshmen Enrolled in College Remedial Courses	~	~	23.53	4	62.50	10	23.53	4	37.93	11	31.58	6
023015 Jeanerette Senior High School													
	Number of High School Graduates ¹		~		85		81		89		82		80
	HS Graduates Who Were First-time College Freshmen	~	~	29.41	25	25.93	21	35.96	32	40.24	33	35.00	28
	First-time Freshmen Enrolled in College Remedial Courses	~	~	64.00	16	71.43	15	25.00	8	57.58	19	67.86	19
023020 Loreauville High School													
	Number of High School Graduates ¹		~		45		58		39		42		55
	HS Graduates Who Were First-time College Freshmen	~	~	24.44	11	41.38	24	51.28	20	52.38	22	36.36	20
	First-time Freshmen Enrolled in College Remedial Courses	~	~	63.64	7	58.33	14	35.00	7	45.45	10	35.00	7
023024 New Iberia Senior High School													
	Number of High School Graduates ¹		~		432		440		434		434		489
	HS Graduates Who Were First-time College Freshmen	~	~	40.97	177	44.09	194	38.94	169	43.55	189	32.52	159
	First-time Freshmen Enrolled in College Remedial Courses	~	~	38.42	68	47.94	93	33.14	56	44.97	85	49.06	78
District (Public)													
	Number of High School Graduates ¹		~		614		623		599		613		668
	HS Graduates Who Were First-time College Freshmen	~	~	37.46	230	40.93	255	39.73	238	44.54	273	33.83	226
	First-time Freshmen Enrolled in College Remedial Courses	~	~	41.30	95	51.76	132	31.51	75	45.79	125	48.67	110
State (Public)													
	Number of High School Graduates ¹		~		33,593		33,772		34,937		36,275		36,407
	HS Graduates Who Were First-time College Freshmen	~	~	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697
	First-time Freshmen Enrolled in College Remedial Courses	~	~	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the range PK-12 and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

median national percentile rank—for the school, district, or state is determined by ordering all scores from high to low and selecting the middle rank. This shows the percentage of the national norm group that scored below the middle score.

middle/junior high category—any school whose grade structure falls within the range 4-9, includes grades 7 or 8 and excludes grades, PK-3 and 10-12.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.